

**TEACHER'S VOICE ON THE USE OF ANIMATION  
VIDEO IN TEACHING VOCABULARY  
TO YOUNG LEARNERS**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of  
*Sarjana Pendidikan* in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT  
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UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 14 June 2024

Yang Menyatakan



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c.q. Ketua Jurusan TBIG  
di  
PEKALONGAN

*Assalamu'alaikum Wr.Wb.*

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An Issue Of Students Lecturers Interaction On  
Virtual Learning

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian Bapak/Ibu, saya sampaikan terima kasih.

*Wassalamu'alaikum Wr.Wb.*

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## APPROVAL SHEET

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**MOTTO**

"Don't be so humble, you are not that great."

-Golda Meir-





## ABSTRAK

*Mengajar bahasa kedua untuk pelajar muda adalah bukanlah pekerjaan yang mudah. Guru harus memiliki strategi dan cara untuk mendorong minat mereka dalam pembelajaran bahasa Inggris, salah satunya adalah dengan menggunakan animasi video sebagai media. Penelitian ini bertujuan untuk mendeskripsikan bagaimana suara guru dalam mengajarkan kosa kata bahasa Inggris kepada pelajar muda melalui video animasi. Keterlibatan pelajar muda dalam pelaksanaan pembelajaran kosakata bahasa Inggris melalui animasi video dan mengungkap masalah-masalah yang terjadi selama proses pembelajaran beserta solusinya. Penelitian ini merupakan penelitian pertanyaan naratif dengan pendekatan deskriptif kualitatif. Peneliti menggunakan observasi dan wawancara sebagai metode pengumpulan data. Transkrip wawancara dianalisis secara kualitatif melalui tiga tahap, yaitu menganalisis tema, menyusun kode dan mencari tema, Partisipannya adalah dua guru bahasa Inggris yang mengajar di Sekolah Dasar*

**Kata Kunci:** video animasi, kosakata, dan pelajar muda

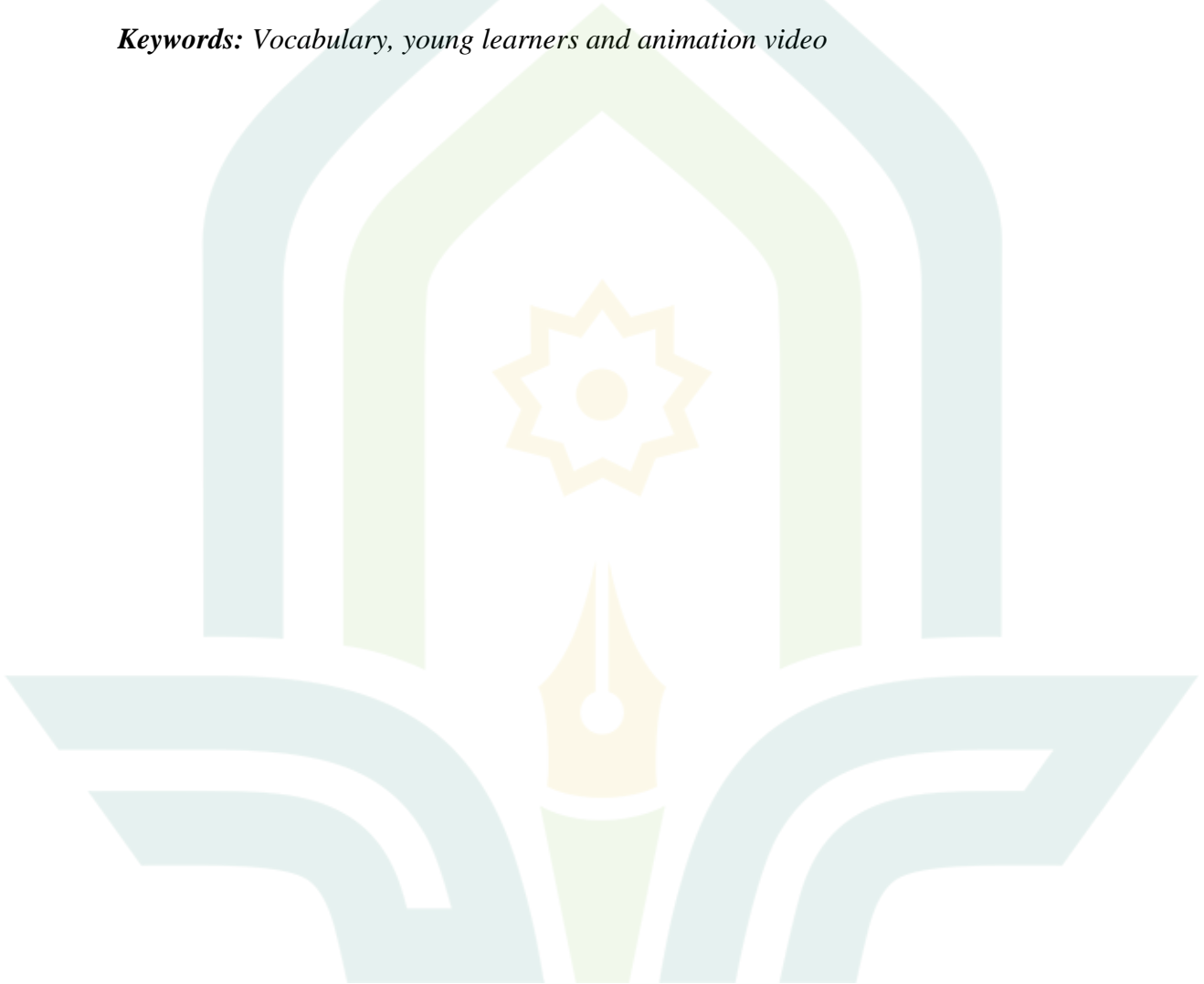




## ABSTRACT

*Teaching a second language to young learners is not an easy job. Teachers must have strategies and ways to encourage their interest in learning English, one of which is by using video animation as a medium. This research aims to describe how teachers's voice in teaching English vocabulary to young learners through animated videos.. This research is a narrative inquiry research with a qualitative descriptive approach. Researchers used observation and interviews as a data collection method. The interview transcript was explained qualitatively through three stages, namely analyzing themes, compiling codes and searching for themes. The participants were two English teachers who taught in elementary schools..*

**Keywords:** *Vocabulary, young learners and animation video*



## PREFACE

Praises and gratefulness are sent to Allah SWT who has pour His grace and His gift and bestowed me guidance, health, and patience, so that the writing process of my research proposal entitled **“Teacher’s Voice on The Use of Animation Video in Teaching Vocabulary to Young Leaners”**. It is submitted to English Education Department, UIN ABDURRAHMAN WAHID Pekalongan to fulfil one of requirements for *Sarjana Pendidikan Degree*. This proposed study can be accomplished because of many support from several people. Therefore, in this occasion I would like to express my sincere gratitude to :

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Pekalongan, 12 Juni 2024

The Writer

## LIST OF CONTENT

<b>COVER</b> .....	i
<b>SURAT PERNYATAAN KEASLIAN</b> .....	ii
<b>NOTA PEMBIMBING</b> .....	iii
<b>APPROVAL SHEET</b> .....	iv
<b>ACKNOWLEDGMENT</b> .....	v
<b>MOTTO</b> .....	vi
<b>ABSTRAK</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b>PREFACE</b> .....	ix
<b>LIST OF CONTENT</b> .....	x
<b>CHAPTER I INTRODUCTION</b> .....	1
1.1 Background.....	1
1.2 Formulation of Problem .....	5
1.3 Operational Definitions .....	5
1.4 Research Objective.....	6
1.5 Significance of the Study.....	6
<b>CHAPTER II THEORETICAL BACKGROUND</b> .....	7
2.1 Literature Review .....	7
2.1.1 Vocabulary .....	7
2.1.2 Animation Video.....	9
2.1.3 Teaching Vocabulary using Animation Video .....	10
2.2 Previous Study .....	13
2.3 Conceptual Framework .....	15

<b>CHAPTER III RESEARCH METHOD</b> .....	18
3.1 Research Design.....	18
3.2 Research Context.....	19
3.3 Setting and Participant.....	19
3.4 Data Collection.....	20
3.5 Data Analysis .....	20
3.6 Research Procedure .....	21
3.7 Research Schedule.....	22
<b>CHAPTER IV RESULT AND DISCUSSION</b> .....	23
4.1 Result.....	23
4.2 Discussion.....	33
<b>CHAPTER V CONCLUSION AND SUGGESTION</b> .....	39
5.1 Conclusion .....	39
5.2 Suggestion.....	39
<b>REFERENCES</b> .....	42

# CHAPTER I

## INTRODUCTION

### 1.1 Background

One significant aspect of modern culture is the use of English, a foreign language, in Indonesia English is frequently listed as the first or second language utilized worldwide in both educational institutions and workplaces. Compared to regional language institutions, English-medium institutions have a greater acceptance rate. The majority of society uses English as their primary language of communication, according to (Bohara,2018).

Listening, speaking, reading, and writing are all essential for learning English. In societies where it is not extensively spoken or utilized, English is typically difficult to learn and teach. According to (Smith, dkk 2018) the most difficult task for English as a foreign language teacher in developing and underdeveloped nations is determining the most effective method of instruction. Effective English language training also requires instructor motivation, student motivation, and students' learning capacity in addition to textual knowledge, according to (Joo, Chik and Djonov, 2020).

Kizi and Ugli (2020) state the teaching of English as a second language (ESL) or foreign language (EFL) has been the subject of numerous studies over the past few decades. These studies have described a variety of approaches and methodologies, including task-based learning, audio-lingual learning, communicative language teaching, neutral instruction, content-based

instruction, grammar-translation method, direct method, and oral approach. They can be applied to many different tasks, including analyzing, forecasting, and explaining a foreign language.

According by Kalinowski, Gronostaj and Vock 2019) English has taken over as the most widely used language, especially in academic settings, therefore learning English as a second language (ESL) is no longer an option. In order to support efficient and long-lasting learning, our research aims to integrate technology and modern tools into the teaching and learning process [5]. Like any other language, English calls for a lot of concentration. This study assessed the teaching of English as a language by making it more interesting as a work of art, as opposed to concentrating on societal issues. assessed English language instruction by elevating it to the level of an artistic creation.

Doghonadze, dkk (2020) state at Elementary School in Indonesia here is a dearth of effective strategies and practices for improving students' English vocabulary. Even students in the English education department are unable to play with English vocabulary, which is crucial for learning English as a second language (ESL) and for effectively talking, understanding, and writing in the language, even though they have chosen English as the medium of instruction, Amin (2017)

English is crucial in today's world. As of 2020 (Syifa: 2020), it has become an international language and is spoken by 1,132 million people worldwide. English is used in numerous fields, including technology,

business, politics, and education. English is recognized as the primary language in some nations, while it is recognized as a second language in others, including Indonesia, the Philippines, Malaysia, China, and Japan. Therefore, it is imperative that children learn the English language as early as possible in order to equip future generations to face the intense competition of this globalization era with readiness and responsiveness. Early childhood is a good period for them to improve their reading, linguistic, and cognitive abilities (Rolton, 2001).

It is necessary to start teaching English lessons as early as possible so that beginning students may readily assimilate and retain all of their knowledge, including language. According to Gordon's research (2007:56), the ideal time to acquire a foreign language is before adolescence. Children studying English as a second language can also advance their cognitive abilities (Amelia:2016). Children will find it easier to improve their communication skills, social skills, and knowledge once they have mastered the English language. As a result, they are prepared to take on the difficulties of the globalized world.

One of the important elements that must be studied in learning English is vocabulary. In addition, learning English vocabulary is the basis of language. To master the four language skills, students must master a large vocabulary. If students have mastered vocabulary, they will master in understand produce an English text. Instead, they will have difficulty to communicate in English their vocabulary is limited. The most problems felt by students were lack of vocabulary, not confident to speak, not use to talking in class and difficult to



express words or sentences (Heriansyah, 2012). Hence, one of the media can be used is animation video.

Animation is synonymous with children and almost all of them love them. The use of animation video in vocabulary learning for young learners is very suitable for them. Usually they are very happy with a lively atmosphere that can attract their attention. The use of animation video in vocabulary learning also doesn't make them feel bored, on the contrary they will be very enthusiastic to watch it. As stated by Desi & Jufri (2013) by processing is not monotonous, the learning process will be fun and feels more relaxed by using animation video.

Devi (2012) shows that animation videos can improve students' vocabulary mastery in sixth grade students MIN Nglunge, Polandharjo. The use of animation video is very efficient to attract student's attention to active learning and easier understanding in vocabulary recognition. Using animation video is one of the effective methods present to introduce vocabulary and increase student's enthusiasm in learning.

Indah, Nasrullah, and Silfia (2018) stated that research on the use of animated videos can develop vocabulary mastery of fourth grade elementary school students Negeri 2 Baruga. The use of video animation in learning English is very appropriate in memorize vocabulary for students. In addition, they can also recall vocabulary. Apart from that, they also enjoy learning.

## 1.2 Formulaion of Problem

Based on the background above, the researcher provides one research question : How is teacher's voice in teaching vocabulary by using animation video?

Formulating these questions can guide research efforts to facilitate efficient and innovative English language learning

## 1.3 Operational Definitions

To avoid misunderstanding about the terms in this research, the researcher provides some operational definitions related to the study:

### 1. Vocabulary

A word collection consisting of a collection of several words that they have meaning (Hornby, 1984).

### 2. Young Learners

Elementary school students aged between 6-12 years (Scott & Ytreberg, 1990). In the course of learning, they continue to lack self-awareness (Nunan, 2011). It indicates that in order to help them comprehend and become actively engaged in the learning process, their teacher has to give them more attention.

### 3. Animation Video

Technique in which film maker give motion to inanimate objects to serve as tool in teaching English (Mollenda & Russel, 1982).

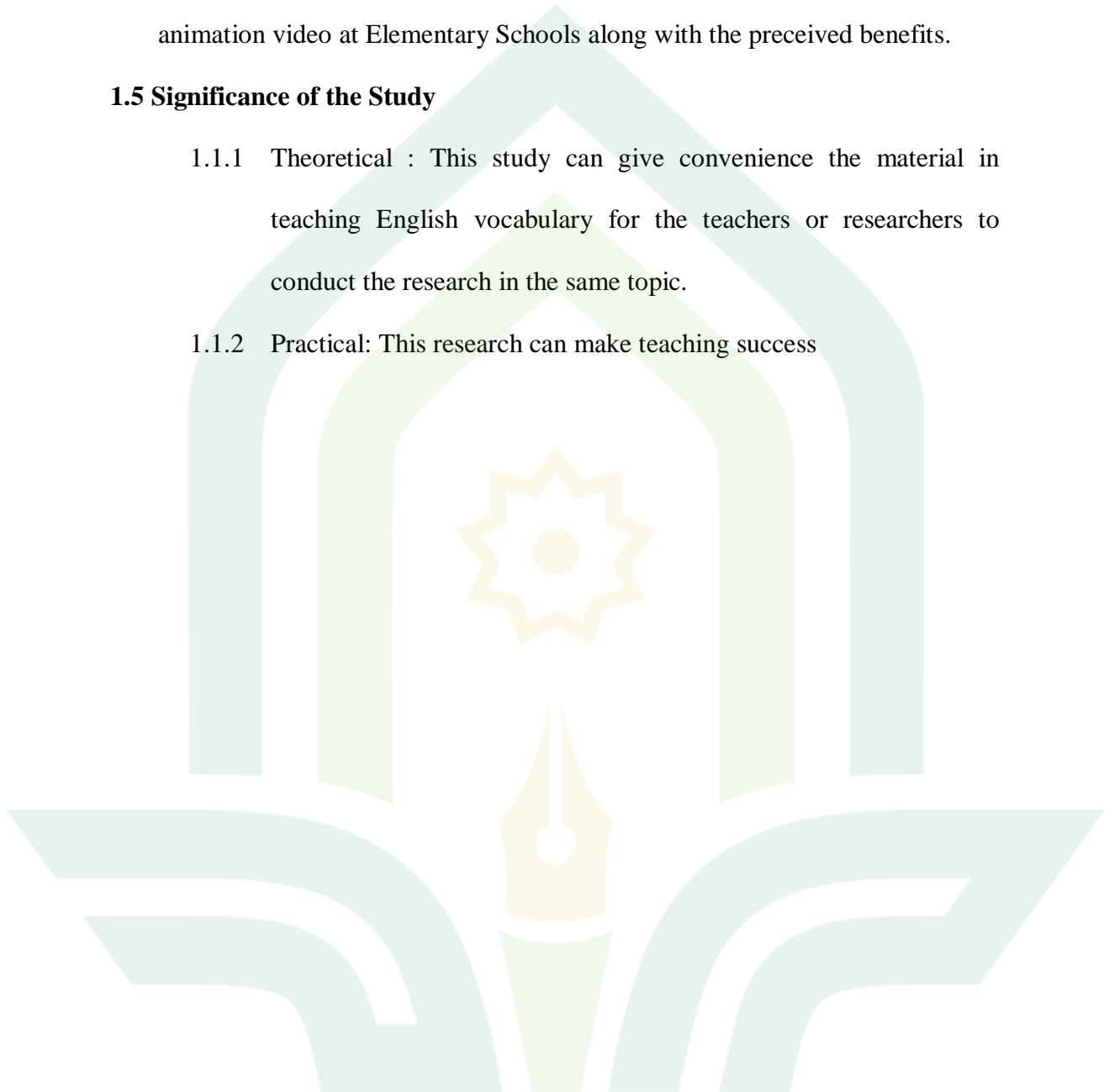
#### **1.4 Research Objective**

In relation to the research questions mentioned above, the general objective of this research is to teach vocabulary to young learners by using animation video at Elementary Schools along with the preceived benefits.

#### **1.5 Significance of the Study**

1.1.1 Theoretical : This study can give convenience the material in teaching English vocabulary for the teachers or researchers to conduct the research in the same topic.

1.1.2 Practical: This research can make teaching success



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

On the basis of the researcher's study and testing of the hypothesis and data from English language acquisition, I can draw the following conclusions: The findings of the research indicate to begin with, pupils who employ a dual coding approach differ significantly from those who do not in terms of their learning outcomes. Second, pupils that employ the dual coding scheme integrated and separated kinds do not show significantly different learning outcomes. Thus, learning results pupils who employ the dual coding strategy with those who don't different capacities of dual coding exist for learning English, and the outcomes of student learning with the dual model both integrated and segregated coding types are equally capable of picking up English.

Therefore, learning English is presented both visually (picture) and vocally (spoken words printed on the screen). The outcomes are superior to learning English verbally (said words). The dual coding learning model's indicator is how well students who receive it recall, comprehend, apply, and analyze the material they have studied in comparison to those who do not.

#### 5.2 Suggestion

The study's findings indicate that, when the dual coding model was applied to English lessons, significant differences in student learning

outcomes were observed between the experimental and control groups of Pekalongan and Pematang elementary school students. Thus, the dual coding paradigm has an impact on primary school kids' learning outcomes. Consequently, dual model coding can be utilized in English courses and developed as an ICT-based educational alternative that is currently being used. However, it was judged important to order the following recommendations to be applied by history teachers, institutions, and other interested academics based on the findings and conclusions from this research.

### **1. Regards, Teacher**

- a. substitute that can be used in English language instruction is the dual coding paradigm.
- b. To ensure that the dual coding model application learning process runs smoothly and that teachers become more knowledgeable about its processes and apply them to every learning activity, they should practice using the model on a regular basis.
- c. In dual coding model learning, teachers are required to be skilled in using it especially computer engineering create presentation designs, because with computer media, it is a dual model This coding is more effectively implemented rather than through printed books that don't can display dynamic visuals (moving) and only static visuals (still).
- d. In every lesson, it is best the teacher positions himself as facilitator, so that learning student-centered. Therefore Students will get used to

active learning not just listening and taking notes explanation from the teacher.

## **2. Regards, Principal**

Both educators and students are still unfamiliar with applying the dual coding technique, and it is still hardly used in English courses. Consequently, it is imperative that schools socialize students in the hopes of enhancing the quality of the learning process, which will ultimately have an impact on raising student learning outcomes. For the dual coding paradigm to be implemented, there are many educational resources available to schools. *Artifact Journal: History and Education*, Vol. 4 No. 1 April 2017 Page | 86 needs to upgrade more student-focused learning resources.

## **3. To Researchers Who May Be Interested**

The results of this study must be expanded upon by additional research in order to address methodological and theoretical issues. It's essential. This was carried out in response to studies on the dual model coding, which found that learning resources and facilities have a significant impact on history education. Furthermore, the scope of this research is restricted to the dual coding model in its verbal format, which consists of spoken words printed on a screen, and its visual format, which consists of static visuals. There is still need for more research on the use of other model formats dual.

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